

# Impact Study

**SDG Advocate Training  
Programme 2018 - 2024**

[www.developmentperspectives.ie](http://www.developmentperspectives.ie)

**May 2026**

*Cover photo caption: SDG Advocate Training 2019 – Reflection weekend in Jampa Ling, Cavan.*

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### **What is Global Citizenship Education (GCE)?**

Irish Aid defines Global Citizenship Education as “a lifelong educational process, which aims to increase public awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, GCE helps people to critically explore how global justice issues interlink with their everyday lives and how they can act to build a better world. This is particularly important in an increasingly globalised world faced with immense challenges, such as the effects of the COVID-19 pandemic, climate change, entrenched poverty and growing inequality, as well as misinformation-fuelled radicalisation.” – Irish Aid.

### **What are the Sustainable Development Goals (SDGs) / Global Goals?**

In September 2015, world leaders from 193 countries came together to adopt the 17 Sustainable Development Goals (SDGs). The SDGs became a framework to guide our social, economic and environmental actions to achieve a better future for all by 2030. As a result, everyone is responsible for making the SDG agenda a reality.

### **The Training**

The SDG Advocate Training is a seven-month programme that provides Adult and Community Educators with the opportunity to deepen their understanding of the United Nations Sustainable Development Goals (SDGs) through the lens of Global Citizenship Education. Throughout the programme, participants explore the interconnected social, environmental, economic, and human rights dimensions of sustainable development while developing the knowledge, skills, and confidence to embed these perspectives within their communities and educational practice.

As part of the training, participants are supported to design, implement, and reflect on an informed SDG Action Project within their own practice. Through a combination of collaborative learning, critical reflection, and practical application, the programme aims to strengthen educators' capacity to inspire meaningful engagement with the SDGs and contribute to positive change within their communities.

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**Table of Abbreviations**

Abbreviation	Full Title / Definition
CBO	Community-Based Organisation
CPD	Continuing Professional Development
DP	Development Perspectives
ETB	Education and Training Board
GCE	Global Citizenship Education
IDEA	Irish Development Education Association
N	Total Population Size
n	Sample Size
NGO	Non-Governmental Organisation
SDG	Sustainable Development Goal
ToC	Theory of Change
UK	United Kingdom

## **Executive Summary: SDG Advocate Training Impact Evaluation (2018–2024)**

### *Overview*

Since 2017, Development Perspectives (DP) has delivered the SDG Advocate Training to equip adult and community educators with the capacity to lead global justice initiatives. This evaluation assesses the longitudinal impact of the training across seven cohorts (N=131), utilizing a census-based methodology to analyse how individual training translates into systemic change.

### *The Theory of Change in Action*

The evaluation utilized a diagnostic Theory of Change (ToC) to map the progression from training activities to three distinct tiers of impact: Personal, Community, and Institutional.

### *Key Findings: Three Tiers of Impact*

#### 1. Personal Impact: The Foundation (High Success)

The programme is exceptionally effective at creating "multipliers."

- 84.6% of participants reported direct involvement in GCE activities post-training.
- 73.1% adopted sustainable lifestyle habits, while 84.6% gained a deeper understanding of Irish Aid's strategic priorities.
- Latent Impact: Qualitative data revealed that even "inactive" alumni apply GCE principles as an internalized mind-set (e.g., integrating SDG 10 and 16 into funeral directing or community therapy), suggesting that impact persists beyond formal projects.

#### 2. Community Impact: Tangible Local Action (Strong Success)

Advocates successfully localized the SDGs through Action Projects:

- 65.4% created new educational opportunities for their local communities.
- 53.8% specifically reached marginalized groups, directly supporting the "Leave No One Behind" principle.
- One advocate alone reached 7,000 students through 242 workshops, demonstrating the immense scalability of the multiplier model.

#### 3. Institutional Impact: The Structural Frontier (Emerging)

While personal and community gains are high, institutional change remains the most significant challenge:

- 50.0% of respondents successfully integrated GCE into their organization's daily operations.
- However, influence on local government policy remains low (7.7%), highlighting a need for stronger advocacy pathways at the state and municipal levels.

### *Enablers and Structural Constraints*

The evaluation identified a "Capacity-Context Gap."

- Internal Drivers: Participants exit the programme with high competency (Mean 3.7/5) and knowledge (Mean 3.7/5).
- External Barriers: Sustained impact is limited by structural factors: lack of funding (Mean 2.7), time poverty, and uneven organizational support.
- Sustainability: Activity levels are highest immediately post-training (77.8%) and normalize to 50% over time, indicating a natural attrition that requires strategic intervention to mitigate.

### *Strategic Recommendations*

To evolve from a training provider to an ecosystem sustainer, Development Perspectives and Irish Aid should focus on:

1. Strengthening the Ecosystem: Co-create with the structured alumni network and thematic working groups specific and tailored activities post-training to prevent advocate burnout and "compassion fatigue."
2. Bridging the Funding Gap: Introduce micro-grants or seed funding to help alumni transition from voluntary local projects to sustainable, professionalized initiatives.
3. Institutional Advocacy: Develop toolkits specifically for workplace and policy integration to help advocates move GCE from the periphery to the core of organizational strategy.
4. Longitudinal Tracking: Shift from point-in-time surveys to "Story of Action" qualitative mapping to better capture the long-term, "latent" impacts identified in this study.

### *Conclusion*

The SDG Advocate Training is a highly effective engine for building individual agency and community awareness. The programme successfully delivers on its promise to create active global citizens. Future success lies in supporting these agents of change as they navigate the structural barriers of time, funding, and policy, ensuring that the "ripple effect" of the training reaches the level of lasting institutional transformation.

## 1. Introduction

Over the past decade, Development Perspectives has contributed to the national conversation on sustainability and global justice by developing educational programmes that encourage people to interrogate inequality, challenge structural barriers, and embrace active citizenship. Within this broader mission, the SDG Advocate Training programme has played a central role by equipping adult and community educators with the knowledge, confidence, and practical tools needed to integrate the Sustainable Development Goals and Global Citizenship Education principles into their work.

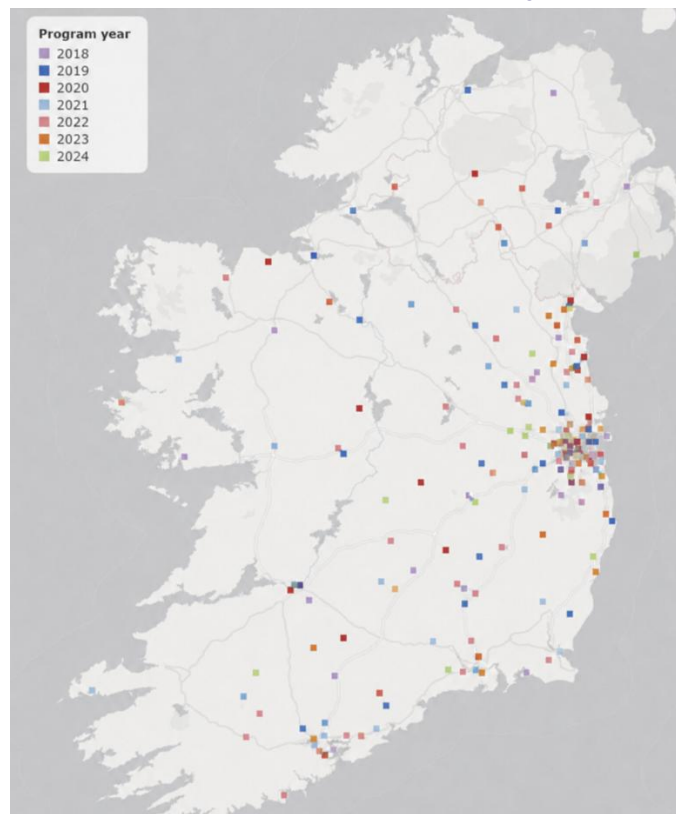
Since the programme started in 2017, a substantial body of practice, experience, and alumni engagement has emerged. The organisation now faces the strategic opportunity to analyse its accumulated impact in a systematic and theoretically grounded manner. An impact evaluation allows Development Perspectives (DP) to understand not only what kinds of change the SDG Advocate Training generates, but also how and why that change occurs. A rigorous assessment will also help identify areas for improvement, capture emerging needs within the adult education sector, and strengthen the programme’s conceptual foundations. This impact study further represents Development Perspectives’ ongoing commitment to the IDEA Code of Good Practice, ensuring that our monitoring and evaluation processes align with the highest national standards for Global Citizenship Education.<sup>1</sup>

The objectives behind conducting this impact evaluation are therefore threefold:

- First, to assess the extent to which the SDG Advocate Training contributes to participants’ knowledge, competencies, confidence, and capacity to act as SDG multipliers;
- Second, to evaluate the influence of participant-led Action Projects on local communities and educational settings;
- Third, to generate evidence that will guide future programme development, ensuring that the training remains relevant, effective, and aligned with Development Perspectives’ mission of fostering active global citizenship.

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<sup>1</sup> DP is a member of the Irish Development Education Association (IDEA). As part of our membership, we are signatories to the IDEA Code of Good Practice - a quality framework that articulates how to strengthen good practice across all our Development Education work. As a signatory to the IDEA Code of Good Practice, DP aligns its impact studies with IDEA’s quality framework. This commitment is evidenced by DP’s active participation in the IDEA Theory of Impact Working Group (Nov 2025 – March 2026), where staff helped develop and prototype the sector-wide online tool for collective GCE impact reporting and data visualization in Ireland.

*Figure 1.1: Participants of the SDG Advocate Training in Ireland (2018-2024)*

## 2. Literature Review

Impact assessment has become a central tool for organisations seeking to understand the extent to which their programmes generate meaningful and sustained change. It involves measuring outputs and analysing how interventions produce short- and long-term outcomes within specific social and institutional environments (Roche, 2002). Current scholarship stresses that impact is not self-evident but constructed through methodological choices, political commitments, contextual complexities, and implicit theories of change (White, 2009). For this reason, impact assessment must be approached as a reflexive and theoretically informed inquiry into how programmes operate, for whom they work, and under what conditions, drivers, and obstacles they produce change. Credible assessments support accountability to funders, governments, participants, and communities; provide evidence for learning and programme adaptation (Ebrahim & Rangan, 2014; Rogers & Weiss, 2007); and strengthen organisational legitimacy by grounding decisions in empirical evidence rather than assumptions (Patton, 2012).

A central framework informing assessment design is the theory of change, which clarifies how and why a programme is expected to generate results by making explicit its assumptions, causal pathways, intermediate steps, and enabling conditions (Weiss, 2011). This approach exposes logic gaps, aligns programme design with participant realities, and offers a conceptual map linking activities, outputs, and outcomes that improves indicator development and strengthens internal validity. Recent scholarship emphasises that change emerges through iterative and sometimes unpredictable processes shaped by context, intersectional inequalities, and relational dynamics (Vogel, 2012). This means programmes rarely unfold as linear sequences, and their effects often vary depending on social

environments, institutional arrangements, and the lived conditions of participants. For organisations working with diverse populations over extended periods, the theory of change thus provides an analytic anchor that helps distinguish expected effects that follow planned pathways from emergent effects that arise through unexpected interactions or contextual shifts. At the same time, it reinforces the need for continuous reflection because programmes must regularly revisit and adjust their assumptions in order to remain relevant and responsive to evolving realities rather than relying on static design models.

Methodologically, integrating behaviour change models into survey construction enhances the capacity to understand not just whether change occurred but why. These models guide the formulation of questions that capture motivation, perceived barriers, social norms, confidence, and access to supportive environments, thus avoiding superficial indicators and illuminating the micro-level mechanisms that shape individual transformations within broader programme pathways. Mixed methods approaches are also essential, since quantitative surveys provide breadth and comparability while qualitative data offer contextual depth, lived experiences, and insight into unintended consequences that surveys alone cannot reveal (Creswell & Plano Clark, 2011). Grounding the survey and the semi-structured interviews in these frameworks ensures analytical robustness and supports an understanding of change as complex and context-dependent. Overall, the literature shows that effective impact assessment requires conceptual clarity, methodological consistency, and explicit theoretical grounding, enabling assessments to move beyond compliance toward organisational learning and continuous programme improvement.

### **3. Theory of Change Framework**

The Theory of Change (ToC) framework for the SDG Advocate Training is structured as a logical hierarchy connecting the programme's defined activities to its ultimate objectives. This structure begins with the SDG Advocate Training activities, which generate immediate outcomes, referred to as Drivers. These Drivers are the necessary but insufficient conditions for achieving the desired Impact (Institutional, Community, and Personal). The core purpose of the ToC framework, therefore, is to map the causal pathways from the Training activities and Drivers to the stated Impacts, while explicitly identifying the crucial external factors and preconditions required for success.

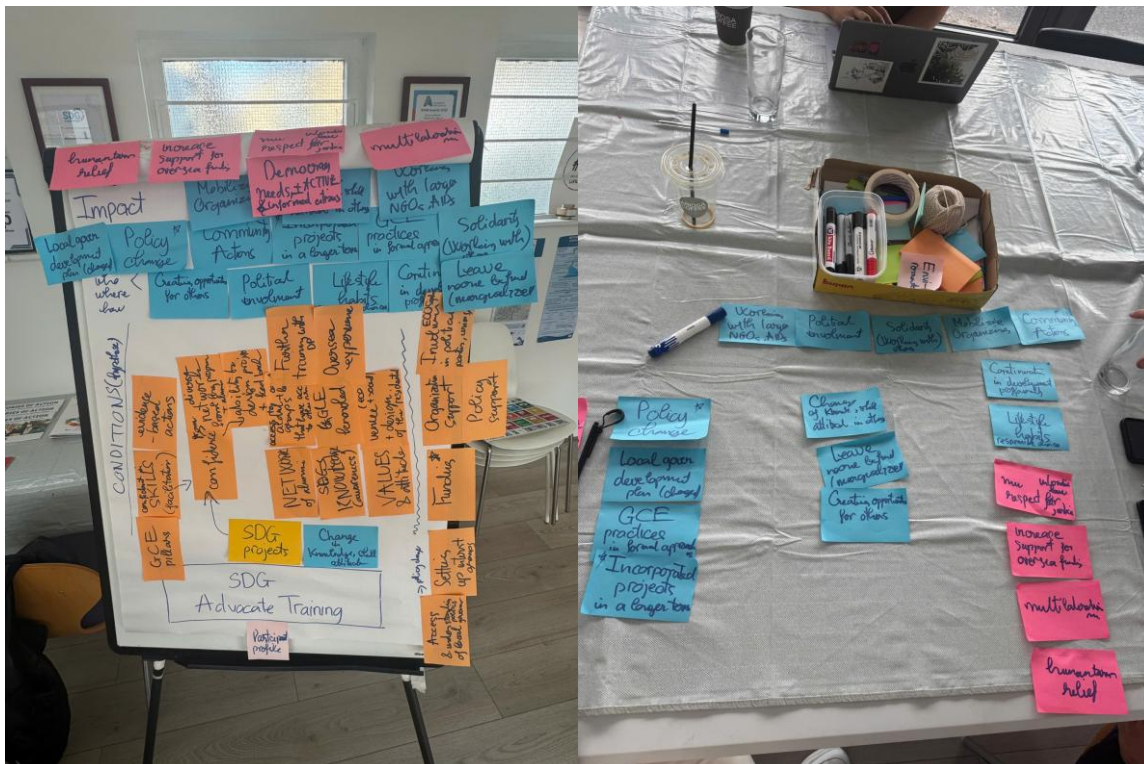
The ultimate objectives of the SDG Advocate Training are articulated through three distinct, but interconnected, Impact Statements that serve as the defined goal for this Theory of Change (ToC):

- Institutional Impact: Drives systemic and lasting institutional change by integrating Sustainable Development Goals (SDGs) and Global Citizenship Education (GCE) principles into the core policy, planning, and operational frameworks of local government bodies and participating organizations (civil society, academic, and private sector).
- Local Community Impact: Focuses on achieving tangible improvements in capacity, inclusion, and empowerment for communities directly benefiting from or involved in the GCE and/or SDG initiatives advanced by the SDG Advocate Training.
- Personal Impact: Captures the transformation of individuals to become sustained and active agents of change through their lifelong commitment and integration of SDGs and GCE principles across professional and personal decision-making and actions.

## SDG Advocate Training - Impact Study (2018 – 2024)

The three Impact Statements were defined through a two-step process involving consultation and strategic alignment, ensuring they comprehensively captured the highest-level contribution of the SDG Advocate Training within the national development context in Ireland. First, a consultative discussion was held with Development Perspectives (DP) as the key organizers. This dialogue focused on the organization's aspiration for the training's long-term effect and the longitudinal reflection on what systemic change they have observed over nearly ten years of programme operation since 2016. This exercise was critical for articulating the three simultaneous categories of impact - Individual, Community, and Institutional - that the training is intended to achieve. Second, the proposed Impact Statements were cross-referenced with the national strategic context by consulting the “Irish Aid Global Citizenship Education Strategy 2021-2025” to ensure the ToC was strategically aligned with the requirements of the funder of the programme. This external validation positioned the training's ultimate contribution within the broader Irish development landscape, establishing the definitive Impact Statements that now anchor the subsequent diagnostic mapping of the ToC.

Figure 3.1 Theory of Change Framework Consultation with Development Perspectives in September 2025



*Figure 3.2: SDG Advocate Training Theory of Change Diagram*



Given that the results framework for the SDG Advocate Training has been operationalised for a long time, the Theory of Change (ToC) process adopts an untraditional planning approach. Instead of simply backward planning activities, the ToC serves as a diagnostic tool, designed to build bridges from the known results of the training (APPENDIX 1) to the desired ultimate Impact while systematically identifying the missing elements that prevent participants from achieving that Impact. This method is guided by the core ToC question: "If this is the impact that we wanted to achieve, what are the critical preconditions or how do we achieve that?" The diagram of the SDG Advocate Training ToC is presented below in Figure 3. The complete ToC is presented in APPENDIX 2.

## 4. Methodology

### 4.1. Sampling Strategy and Recruitment

The target population comprises all participants who completed the SDG Advocate Training between 2018 and 2024 (N = 131). The 2016 and 2017 cohorts were excluded as they pre-dated the current SDG-focused curriculum, while the 2025 cohort was excluded to ensure all participants had at least one year of post-training experience to assess longitudinal impact.

Given the relatively small size of the total population (N = 131), the study adopted a Total Population Survey (Census) approach rather than a sample-based design (Israel, 2009). In research involving small populations, attempting a census is considered more robust than sampling, as it eliminates sampling error and provides every member of the group an equal opportunity to participate (Israel, 2009).

Rather than selecting a random subset, all 131 eligible alumni were invited to participate. While a census was the goal, the study established a minimum threshold of 30 responses (n=30) to ensure sufficient data for meaningful descriptive analysis and to satisfy the "rule of thumb" for small-group research.

To maximize the response rate and mitigate non-response bias - a common challenge in longitudinal alumni surveys - the study employed a tailored design approach to recruit responses. This included:

- Personalized Outreach: Invitations were sent via direct email and shared within alumni-specific communication channels (e.g., WhatsApp groups).
- Strategic Reminders: A three-stage contact cycle was implemented, including an initial invitation followed by two targeted reminders by email and phone calls at 30-day intervals.
- Accessibility: The survey was hosted on a mobile-friendly digital platform to reduce respondent burden.

#### 4.2. **Survey Design**

The data are collected via a structured and self-administered online survey designed according to best practices in survey research (Babbie, 2020; Dillman et al., 2014). The instrument integrates both fixed-choice (quantitative) and open-ended (qualitative) measures to maximize data richness. The structure of the survey is as follows (The full questionnaire is presented in APPENDIX 3).

- Section 1 (Consent): Establishes informed consent and manages ethical considerations.
- Section 2 (Demographic): Collects standard demographic data and is essential for the stratification analysis by requesting the participant's SDG Advocate Training cohort (2018–2024).
- Section 3 (Impact Evaluation): Measures the extent of post-training engagement and impact. The core quantitative data is derived from three dedicated Likert scale batteries (Q11, Q13, Q16) designed to measure changes across Institutional, Community, and Personal levels of impact. The scale utilizes a 5-point format ("1 = Not at all" to "5 = Significantly"), a methodology first developed by Likert (1932) and widely accepted as a robust technique for reliably quantifying attitudes and agreement. This section also includes open-ended questions (e.g., Q12, Q15) to capture rich, contextual examples of impact.
- Section 4 (Drivers/Obstacles): Identifies the factors influencing ongoing advocacy efforts. This section utilizes five distinct batteries of 5-point Likert scales (Q19.1–Q20) to measure agreement regarding internal and external drivers related to competencies, Values/Attitudes, Knowledge, Networks, and External Support. The section concludes with forced-choice questions (Q21, Q23) to identify the top three most supportive and constraining factors, ensuring a clear prioritization of perceived obstacles and drivers.

## 5. **Descriptive Analysis**

### 5.1. **Sample Description**

This section provides a descriptive analysis of the survey sample. From the population of 131 participants. The survey ultimately secured 39 responses. After filtering for active consent, a final sample of 38 valid responses was utilised for this study. This sample represents approximately 29% of the total target population.

## 5.2. **Cohort Distribution**

The survey successfully engaged participants across all seven years of the programme's history (2018–2024). This provides a longitudinal perspective, blending "legacy" insights from the programme's inception with "fresh eyes" feedback from recent graduates.

The sample follows a bimodal distribution, meaning it has two distinct peaks in participation: the earliest founders (2018) and the most recent graduates (2024).

To better understand the data, the cohorts can be grouped into three distinct phases of programme engagement:

- Legacy Participants (2018–2019): Representing 26.4% of the sample, these respondents provide critical insight into the long-term impact and sustainability of the programme's outcomes.
- Established Alumni (2020–2022): This group forms the largest segment of the sample at 39.5%. Their feedback represents the "stabilization" phase of the programme and offers the most balanced view of programme evolution.
- Recent Graduates (2023–2024): Comprising 34.2% of the sample, these participants provide the most current data regarding the programme's existing curriculum and immediate efficacy.

## 5.3. **Demographic Profile**

The demographic profile of the participants reveals a predominantly female and mid-career audience.

- Gender Identification: The sample is composed of 63.2% women (n=24) and 36.8% men (n=14). Compared to the total population of participants from the programme, this survey reached 27.9% of women and 33.3% of men.
- Age Distribution: The majority of respondents are within the prime working-age categories. The 30–39 (n=13, 34.2%) and 40–49 (n=10, 26.3%) age groups together account for more than 60% of the sample. There is also a significant representation of experienced professionals in the 50–69 age bracket (n=11, 28.9%), while younger advocates (18–29) account for 7.9% (n=3) of the respondents.

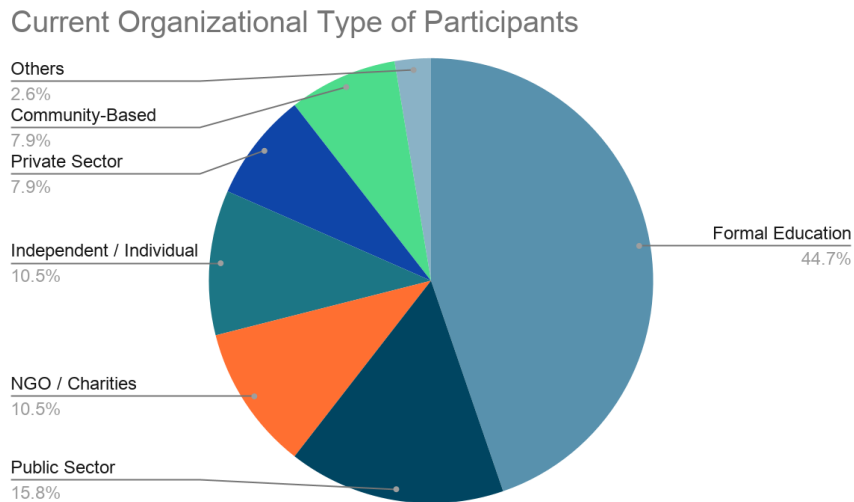
## 5.4. **Professional and Organisational Profile**

The participants represent a diverse range of professional backgrounds, with a strong concentration in the education sector.

- Sector Representation: Nearly half of the respondents (44.7%) are affiliated with the Formal Education Sector (including Universities, ETBs, and Further Education institutes). 17
- Public Sector and NGOs: The Public Sector accounts for 15.8% of the sample, while NGOs/Charities and Community-Based Organisations combined represent 18.4%. 6 // 7
- Independent Advocates: A notable 10.5% of respondents identify as independent or not currently associated with a specific organisation, suggesting that the training influences personal advocacy beyond institutional roles. 4

- Compared to the total population of participants from the programme, this survey reached 36.2% of those in the formal education sector; 27.3% of those in the public sector; 14.9% of those in NGOs/Charities/CBOs; and 26.7% of those independent advocates.

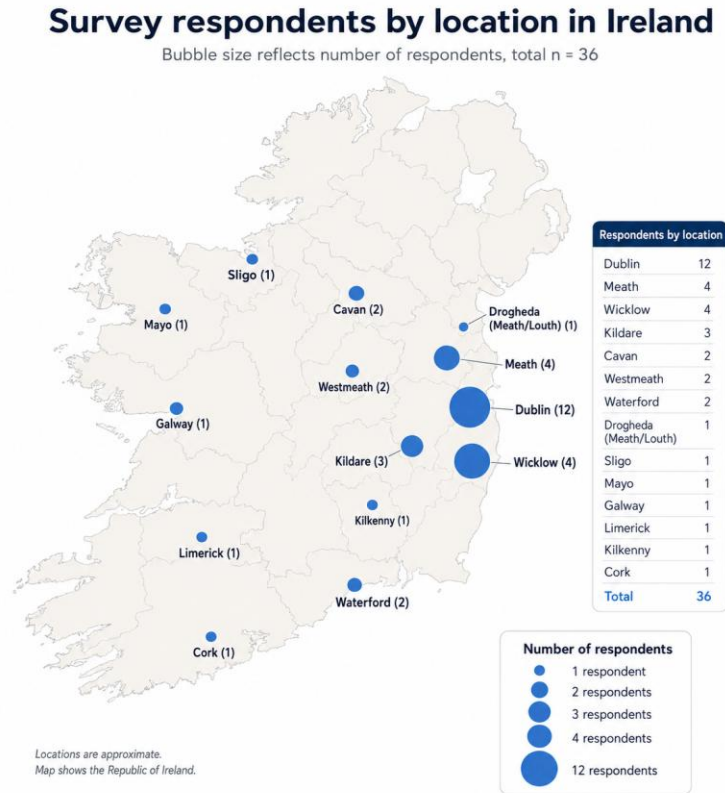
*Figure 5.1 Participants and their workplace*



### 5.5. **Geographic Distribution**

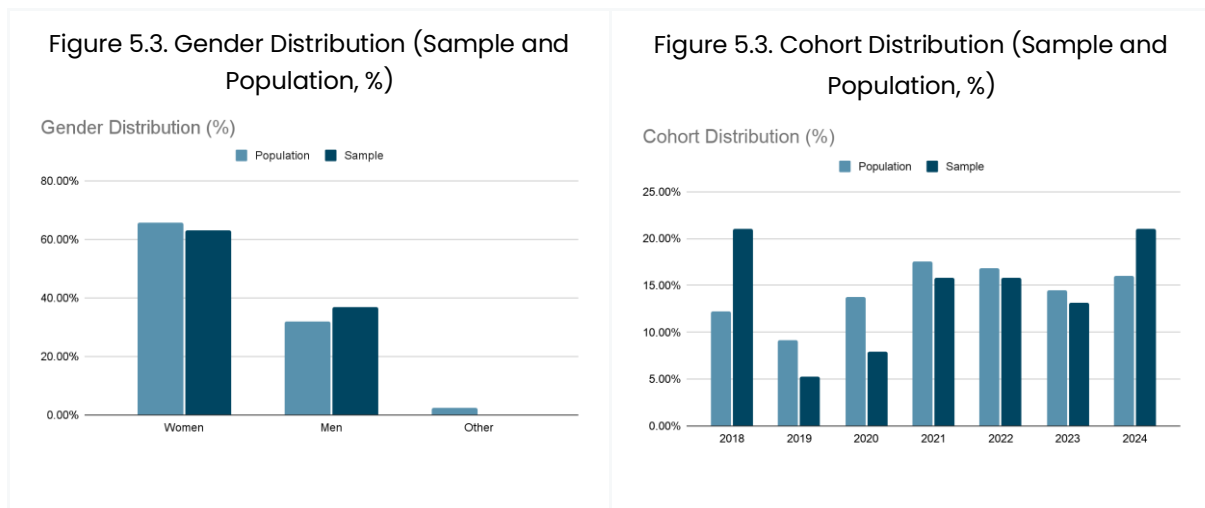
The geographic spread of the sample covers 15 different counties, reflecting the national reach of the SDG Advocate Training. Dublin serves as the primary hub for participants (31.6%), followed by Meath (15.8%), Wicklow (10.5%), and Kildare (7.9%). The sample also includes international perspectives from alumni currently residing in the UK and Spain, highlighting the global mobility of trained SDG Advocates.

Figure 5.2 Participants within the Republic of Ireland



### 5.6. Data Representation Summary of Sample Description

To ensure findings are generalizable, a representativeness analysis (detailed in Appendix 4) validated the sample against the total population (N=131). By focusing on stable metrics - Gender and Cohort - the analysis confirmed a high degree of proportional alignment. Gender variances remained within a  $\pm 5\%$  margin, and cohort representation showed high precision in the 2021–2023 groups. This demographic mirroring confirms the sample is a reliable proxy for the sentiments of the entire population.



### 5.7. **Limitations of the Sample**

While the dataset is rich and multi-layered, three primary methodological limitations should be noted:

- **Self-Selection and Non-Response Bias:** The study is subject to self-selection bias, a common challenge in longitudinal impact surveys. Likely, alumni who experienced a high level of personal or professional transformation were more motivated to engage with the survey (Dillman et al., 2015). Conversely, individuals who have not remained active in the SDG space or who perceived the training as having a lower impact may be underrepresented, potentially leading to an over-reporting of positive outcomes.
- **Uneven Cohort Stratification:** Although the study employed a stratified sampling approach, the response rate was not uniform across all strata. The 2018 and 2024 cohorts are strongly represented, while the "middle" years —specifically 2019 and 2020— provided significantly fewer data points. This imbalance limits the ability to draw year-on-year comparative conclusions regarding the evolution of the training curriculum and its impact over time.
- **Social Desirability Bias:** As the study was conducted by or on behalf of the training providers, respondents may have felt a subtle pressure to provide "positive" feedback, a phenomenon known as social desirability bias (Likert, 1932) (Likert, 1932). This can result in inflated scores regarding the extent to which they have adopted sustainable lifestyles or influenced institutional policies.

## 6. **Impact Evaluation**

This section evaluates the impact of the SDG Advocate Training by mapping survey findings against the Theory of Change (ToC) framework. The analysis examines the causal pathways from training activities to the three hierarchical levels of impact: Personal, Community, and Institutional.

### 6.1. **Personal Impact: Developing Agents of Change**

The ToC identifies the transformation of individuals into active, lifelong agents of change as a primary goal. The data indicate that the training is most effective at this foundational level.

- **Active Involvement:** 84.6% of respondents agreed that the training led them to become directly involved in development activities (Mean: 4.31/5.00).
- **Awareness and Knowledge:** 84.6% reported a strengthened understanding of Irish Aid's work, while 73.1% attributed shifts toward sustainable lifestyle habits to the programme.
- **Professional Growth:** 61.5% of participants pursued further education or certifications in related fields as a direct result of their engagement.

Evidence from the field:

*"The SDG advocate training was a professional turning point for me, marking a shift in my perspective from 'activist-adjacent' to 'activist'." — Conor Haugh (Cohort 2022)*

"Prior to my involvement with Saolta I did not... engage in conversations at work on the topic of Global Citizenship education." — Jennifer Duffy (Cohort 2023)

"I am much more conscious now of choice about transport... journeys I would normally take in a car can now be done by bus." — Liam McGlynn (Cohort 2024)

## 6.2. **Local Community Impact: Capacity and Empowerment**

At the community level, the results show that advocates are successfully acting as "multipliers" by creating tangible opportunities for local engagement.

- Informed Communities: 65.4% of respondents agreed that their activities led to communities becoming more informed and active in addressing local challenges (Mean: 3.88/5.00).
- Empowerment and Opportunity: 65.4% reported creating new educational or advocacy opportunities for local residents.
- Inclusion: 53.8% of advocates successfully focused their efforts on marginalised communities, directly addressing the "Leave No One Behind" principle.

A crucial component of the Theory of Change is the ability of advocates to verify and report on their own impact. Among the 26 currently active advocates, there is a notable split in formal monitoring practices:

- Formal Evaluation: 38.5% (n=10) of active respondents and their organisations have conducted formal evaluations or reviews of their community impact.
- The Monitoring Gap: 61.5% (n=16) of active advocates have not yet conducted formal evaluations. This suggests that while action is high, there is a remaining need for capacity building in formal impact measurement.

Those who did evaluate their work provided significant evidence of tangible success:

- Scale of Reach: One advocate reported delivering 242 workshops informed by the training, reaching over 7,000 students and teachers across Ireland.
- Behavioural Change: Tangible environmental metrics were noted, such as a reduction in general waste from 6 bins to 4/5 per fortnight within an organisation.
- Competency Gains: Evaluation of the *Generation Glas* programme showed increased youth confidence in sustainability action, communication, and science.
- Awareness: Participants in the *Afri Hedge School* reported increased motivation to act following workshops.

## 6.3. **Institutional Impact: Systemic Change**

The ToC defines institutional impact as the integration of SDGs into core policy and operations. While difficult to influence at the highest levels, progress is evident within the advocates' immediate environments.

- Organisational Integration: 50.0% of respondents reported that GCE practices are now integrated into their organisation's daily operations.

## SDG Advocate Training – Impact Study (2018 – 2024)

- Policy Influence: 26.9% successfully integrated their activities into official policy documents or strategy papers.
- Government Barriers: Influencing local government agendas remains the most significant challenge, with only 11.5% agreement.

Evidence from the field:

*"Organizational operations: Keep Cups replaced disposable coffee cups in office... the theme of the project serves as a daily reminder to our commitment to social change — 'It only takes 1 drop to create a ripple'." — Eolain Downey (Cohort 2024)*

*"The homestay model learnt in Vietnam is being emulated in Honde Valley Zimbabwe... Homestays are the future model to increase tourism in rural parts of Zimbabwe."*  
— Raymond Muwaniri (Cohort 2019)

<b>Impact Level</b>	<b>Key Performance Indicator</b>	<b>Mean Score</b>	<b>% Agreement</b>
Personal	Direct involvement in SDG/GCE activities	4.31	84.60%
	Improved understanding of Irish Aid's work	4.19	84.60%
	Adoption of sustainable lifestyle habits	4.12	73.10%
	Pursuit of further professional development (Masters/CPD)	3.5	61.50%
Community	Communities became more informed and active	3.88	65.40%
	Created new opportunities for community action	3.85	65.40%
	Addressed root causes of challenges (Climate/Hunger)	3.58	61.50%
	Reached marginalized/at-risk communities	3.65	53.80%
	Formal impact evaluation conducted by advocate	N/A	38.50%
Institutional	Integration into organization's operations	3.31	50.00%
	Integration into policy/strategy documents	2.58	26.90%
	Influencing local government official agenda	2.12	11.50%
	Integration into local government development plans	1.88	7.70%

*Table 6.1. Summary of the results*

## 7. Drivers and Constraints of Impact

This section examines the key factors that enable or limit participants' ability to engage in GCE and SDG-related activities following the training. The analysis combines quantitative driver scores with qualitative responses to understand not only what supports engagement, but also what prevents it.

Overall, the findings show a clear pattern. Participants report strong levels of confidence, knowledge, and motivation following the training. However, their ability to sustain engagement is shaped primarily by external conditions such as time, funding, organisational support, and the wider policy environment.

This suggests that the programme is highly effective in building individual capacity, but that long-term impact depends on the conditions in which participants operate.

### 7.1. **Competency Drivers**

Competency drivers emerge as the strongest category across the survey responses. Participants report high levels of confidence in understanding SDG interconnections, analysing complex information, contributing to a more just and sustainable society, facilitating engagement with diverse stakeholders, and communicating effectively in public contexts. These findings indicate that the programme is particularly effective in strengthening practical and analytical capacities that support engagement in GCE and SDG-related work (mean scores consistently above 3.6).

The development of these competencies is important because it enables participants to move from awareness to action. Rather than remaining at the level of abstract understanding, participants report feeling better equipped to facilitate conversations, deliver training, organise initiatives, and contribute to community activities. These findings align with the personal impact results presented in Section II, where 84.6% of respondents reported becoming actively involved in development activities. Together, they indicate that the training is effective in moving participants from awareness to action.

Evidence from the field:

*“The training gave me greater confidence in my own voice. It opened doors professionally... the values of global citizenship are not just ideas I learned about, but principles that continue to guid[e] how I live and serve in my community.”* — Karen Kelly (Cohort 2019)

This competency dimension also contributes to participants’ sense of legitimacy and confidence. Many respondents describe feeling more capable of speaking about global issues, advocating for sustainable practices, or initiating local projects. In this sense, the programme appears to strengthen participants’ sense of agency by equipping them with both conceptual tools and practical communication skills.

### 7.2. **Knowledge and Training as Foundations for Engagement**

Knowledge drivers also score strongly across the survey. Participants report improvements in foundational knowledge of the SDGs and greater understanding of GCE principles. This knowledge appears to play a central role in shaping participants’ ability to interpret and engage with global development challenges.

Importantly, participants do not describe knowledge simply as the accumulation of information. Instead, they emphasise the value of training that helps them understand the interconnected nature of global issues, situate local action within broader global frameworks, and communicate complex ideas in accessible ways. Training, therefore, functions as an interpretive resource, providing participants with a shared language through which to discuss sustainability, development, and justice.

### 7.3. **Networks and community as enablers**

Alongside competencies and knowledge, networks and community connections emerge as one of the most frequently cited enabling factors. Participants frequently identify collaboration and peer support as critical to sustaining engagement.

This reflects the role of the programme not only as a training intervention, but also as a platform for building relationships and connections. Through the training process and alumni connections, participants gain access to a community of individuals with shared interests and commitments. These networks provide opportunities for collaboration, exchange of ideas, and mutual encouragement.

Evidence from the field:

*“Being part of a community, workplace support, and up to date training”*. — Emer Mulligan (Cohort 2018)

Participants highlight that networks help them:

- Identify collaborators for projects
- Access opportunities in other organisations beyond their own
- Share resources (e.g. time, contacts, knowledge)
- Leverage motivation and support that might not be available institutionally

At the same time, the quantitative data show more moderate scores in this area (mean ~3.1), suggesting that while networks are valued, their strength and accessibility vary across participants. Some respondents describe strong collaborative relationships, while others report weaker connections with alumni or limited opportunities for ongoing engagement. This indicates that the network dimension represents both a major strength of the programme and an area where further strengthening could enhance long-term impact.

Evidence from the field:

*“Difficulty connecting with like-minded communities”*. — Emer Mulligan (Cohort 2018)

### 7.4. **Structural Constraints**

Despite strong internal drivers and relational support, participants consistently identify structural conditions as the primary obstacles to their ability to sustain engagement. The most frequently cited barriers are time and workload, funding, organisational or institutional support, and the wider policy and political environment.

#### 7.4.1. **Time and workload**

Time constraints are particularly prominent in the responses. Participants describe balancing GCE and SDG activities alongside demanding professional responsibilities, voluntary commitments, administrative workloads, and personal obligations. In many cases, participants express a strong

interest in continuing their engagement but report limited capacity to dedicate time to these activities on a sustained basis.

Evidence from the field:

*“I am very busy with other commitments”.* — Derek Walsh (Cohort 2022)

*“Just busy!”* — Emer Mulligan (Cohort 2018)

This suggests that reduced engagement is often a question of capacity rather than motivation. Participants remain committed to the values of the programme but struggle to allocate time within existing workloads and their personal lives.

#### **7.4.2. Funding and resources**

Funding and resources represent another key structural constraint. Financial resources are consistently described as necessary for sustaining projects, organising activities, expanding outreach, and maintaining initiatives over time.

Quantitatively, external drivers related to funding score are among the lowest in the dataset (mean ~2.7), indicating limited access to financial support.

Evidence from the field:

*“Limited funding or resources which restricts the scope and sustainability of GCE and SDG-related activities”.* — Ashleigh Downey (Cohort 2023)

*“I DO NOT have access to sufficient funding for my GCE and/or SDG-related activities.”*  
— Criomhthann Morrison (Cohort 2021)

Notably, funding appears both as an enabling factor and as a constraint within the dataset. This reflects participants’ recognition that financial support would significantly enable their activities, while its absence currently limits what they are able to achieve. Funding, therefore, operates as a central infrastructural condition shaping the scope and sustainability of engagement.

#### **7.4.3. Organisational and institutional support**

Organisational and institutional support plays a significant role in shaping engagement. Participants working in supportive environments report a greater ability to integrate GCE and SDG-related activities into their roles. However, where organisational support is limited, engagement often depends on individual initiative. This helps explain the lower levels of institutional impact identified in Section II.

Quantitative results reflect this mixed picture (mean ~3.1), indicating moderate but uneven levels of support.

Participants note:

- Lack of organisational interest

- Limited managerial support
- Competing institutional demands

Finally, several participants refer to broader policy and political conditions as influencing their work. References to political climate and public policy support suggest that participants perceive their activities as shaped not only by local organisational contexts but also by wider political environments that may be more or less supportive of sustainability and global citizenship initiatives.

Evidence from the field:

*“How it will be taken in society”* — Adeleh Mohammadi (Cohort 2018)

*“A major limit or constraint is the appallingly weak priority given to GCE and SDG-related activities given by government and the mainstream political parties, certainly in relation to the climate and biodiversity crisis”.* — Liam McGlynn (Cohort 2024)

### 7.5. **Reinforcing Dynamics of Engagement**

The analysis also reveals an important difference between participants who are currently involved in GCE or SDG-related activities and those who are not. Participants who remain active tend to report stronger competency drivers, knowledge drivers, network connections, and external enabling conditions.

This pattern suggests that engagement may be self-reinforcing. Participants who are able to remain active may continue to develop their skills, expand their networks, and access supportive environments. Conversely, participants who encounter barriers to engagement may gradually lose opportunities to apply and deepen the competencies gained during the training.

From a programme perspective, this indicates that post-training engagement opportunities and ongoing support mechanisms may play an important role in sustaining participation and preventing disengagement.

## 8. **Sustainability: Active vs. Non-active Advocates**

To understand the longevity of the training's influence, the sample was segmented into those currently active in SDG activities (n = 26, 68.4%) and those who are not (n = 12, 31.6%).

There is a clear temporal dimension to advocacy. The 2024 cohort exhibits the highest current activity rate (77.8%), whereas activity levels among the 2018–2020 cohorts have normalised to 50.0%. This suggests a natural attrition over time as individuals move through different life and career stages.

A critical finding from the "inactive" group is the existence of latent impact. Several alumni who self-identified as "inactive" in formal SDG activities are, in fact, applying GCE principles in their daily professional lives. This suggests that the training's impact often persists as an internalised mind-set rather than a labelled activity. The impact does not disappear; it evolves into a "GCE in action" that may not be captured by formal monitoring.

Evidence from the field:

*"Initially I felt I wasn't directly engaging in GCE and SDGs, [but] this is in fact not the case. My role is GCE in action. I am very much engaged in community cohesion and development, at perhaps the most vulnerable time of people's lives.*

*We promote human dignity and equality (SDG 10 & 16) by ensuring equal dignity in death regardless of income, background, religion, and nationality. Last year we provided funeral services and a grave at no cost for a homeless person of Somalian origin, ensuring his cultural and religious customs were followed. We also work closely with the local travelling community and Ukrainian refugees to address economic inequality at a community level (SDG 1 & 10).*

*Community wellbeing and mental health (SDG 3) are key; I trained as a trauma therapist to support grieving families and reduce the stigma surrounding suicide. We also offer eco-friendly coffins and green burial options (SDG 13). I have come to the conclusion that my role is GCE in action... The barriers I face are perhaps my own mind-set in limiting what GCE is."*

— Karen Kelly, Funeral Director and Celebrant (Cohort 2019)

For the 31.6% who reported a decrease in activity, the primary constraints identified align with the "external drivers" mentioned in the Theory of Change.

Many alumni from earlier cohorts (2018–2021) noted that shifting professional or personal responsibilities naturally moved GCE to the periphery.

A significant finding among long-term advocates (specifically from the 2018 cohort) was the mention of burnout. This aligns with the Theory of Change's need for "External Drivers" like organisational and peer support to sustain action.

Evidence from the field:

*"We are continuously exposed to death, grief, the need for emotional containment, compassion fatigue and physical exhaustion. When in this state, there is limited capacity for being effective in the role; self-preservation becomes priority." — Karen Kelly (Cohort 2019)*

*"Noted the difficulty of sustaining action without "wider integration from orgs" and highlighted the need for more consistent external support to prevent fatigue". — Tom Noone (Cohort 2019)*

Communicating complex, interconnected global goals in local contexts was cited as a technical barrier, which is not included in the theory of change framework.

Karl Michael Gough (Cohort 2022): Cited *"principally, the language barrier and then also time"* as the primary reasons for reduced engagement.

Heather Griffin (Cohort 2018): Referenced the difficulty of the terminology itself, noting that *"the SDGs can lack important nuance and can be easily glossed over as being too broad, abstract or not relevant to some peoples everyday."*

## **9. Conclusion and Recommendations**

### **9.1. Conclusion**

This report sets out to assess the impact of the SDG Advocate Training across personal, community, and institutional levels, while also identifying the key drivers and constraints shaping sustained engagement.

The findings show a clear and consistent pattern. The programme is highly effective at the personal level, where it successfully develops participants into informed, confident, and active agents of change. Strong outcomes are evident in increased knowledge, behavioural change, and ongoing engagement in GCE and SDG-related activities. This confirms that the training is achieving its core objective of building individual capacity.

At the community level, participants are translating this capacity into action. Advocates are creating opportunities for engagement, raising awareness, and contributing to local initiatives. However, while this impact is meaningful, it remains uneven and often dependent on individual circumstances rather than systematically embedded practices.

At the institutional level, impact is more limited. While there is evidence of integration into organisational practices, influence on formal policy and government agendas remains low. This reflects the structural challenges identified in the drivers analysis.

The analysis of drivers and constraints provides critical insight into this pattern. Participants demonstrate strong competencies, knowledge, and motivation. However, their ability to sustain engagement is shaped primarily by external conditions. Time constraints, limited access to funding, uneven organisational support, and broader policy environments consistently emerge as the main barriers.

This highlights an important shift for future programme development. While training remains essential, long-term impact will increasingly depend on strengthening the ecosystem around participants, including networks, resources, and institutional pathways for engagement. The key conclusion of the report is therefore clear:

The programme is highly effective in building the capacity and motivation to act, but the sustainability and scale of impact depend on the conditions that enable participants to translate that capacity into practice.

### **9.2. Recommendations**

#### **a. Implications for Programme Development**

Taken together, the findings suggest that the SDG Advocate Training successfully builds the human and relational foundations necessary for engagement. Participants leave the programme with increased knowledge, stronger competencies, and access to networks that support collaboration and exchange.

However, the sustainability and reach of this engagement depend heavily on structural conditions that lie outside the immediate scope of the training programme. Limited time, lack of funding, uneven organisational support, and broader political contexts often shape the extent to which participants can translate their capacities into sustained practice.

<b>Driver Type</b>	<b>Mean Score</b>	<b>Interpretation</b>
Competency	3.6–3.8	Strong enabler
Knowledge	3.6–3.7	Strong enabler
Networks	~3.1	Moderate
External (funding/policy)	~2.7	Weak

Table 9.1. Scores of drivers and constraints for impact

These findings suggest that strengthening the programme’s long-term impact may require attention not only to continued capacity building but also to the conditions that enable participants to act on the knowledge and skills they acquire. This could include strengthening alumni networks, facilitating connections to funding opportunities, supporting institutional partnerships, and creating pathways for participants to integrate GCE and SDG work into their professional contexts. Recommendations for the future development of SDG Advocate Training Programme are presented in Table 3.

<b>Focus</b>	<b>General</b>	<b>Actions</b>	<b>Impact</b>
Strengthening post-training engagement and alumni networks	Develop a more structured alumni network that supports ongoing engagement.	Establish regular alumni events, both online and in-person.  Create thematic working groups (e.g. education, climate, community development).  Co-create with alumni tailored events and activities that engage with the larger cross-year pool.	Stronger networks will help sustain engagement over time, reduce isolation, and support collaboration across sectors.
Improve access to funding and resources	Introduce mechanisms to connect participants with funding opportunities and support small-scale project development.	Provide information on available grants and funding schemes.  Offer small seed funding or micro-grants for alumni projects.  Deliver training on funding applications and project design.	Improved access to resources will enable participants to move from small-scale or voluntary initiatives to more sustainable and impactful projects.
Support integration into professional and organisational contexts	Strengthen pathways for integrating GCE and SDG work into participants’ professional roles.	Develop guidance on embedding SDGs within organisational strategies.	Greater institutional alignment will increase the sustainability and scale of impact,

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		<p>Provide tools and templates for workplace integration.</p> <p>Engage employers and organisations as part of the programme ecosystem.</p>	<p>particularly at the organisational level.</p>
Address time and capacity constraints	Design programme elements that recognise and accommodate participants' limited time capacity.	<p>Promote flexible engagement opportunities (short-term, modular, or project-based).</p> <p>Encourage integration of SDG work into existing roles rather than additional activities.</p> <p>Provide guidance on prioritisation and realistic goal setting.</p>	<p>Reducing the time burden will help participants maintain engagement over longer periods.</p>
Enhance support for long-term engagement	Develop targeted strategies to support long-term engagement and prevent attrition.	<p>Introduce follow-up engagement at key intervals (e.g. 6 months, 1 year, 3 years).</p> <p>Provide refresher sessions or advanced training opportunities.</p> <p>Recognise and showcase long-term advocates.</p>	<p>Sustained engagement will increase cumulative impact and strengthen the long-term value of the programme.</p>
Position the programme within a broader ecosystem	Strengthen connections between the programme and broader policy, funding, and institutional ecosystems	<p>Build partnerships with government, NGOs, and educational institutions.</p> <p>Align programme outputs with national and local development priorities.</p> <p>Increase visibility of advocate contributions within policy and public discourse.</p>	<p>Stronger ecosystem integration will enhance the programme's ability to influence institutional and systemic change.</p>

Table 9.2. Summary of Recommendations for SDG Advocate Programme development

b. Recommendations for future impact studies of the SDG Advocate Program

Firstly, to ensure the SDG Advocate Programme remains effective and responsive to the shifting global and local landscape, future impact studies should move beyond static evaluations. Instead, the Theory of Change should not be a fixed document but an evolving framework that acts as the "connective tissue" between programme activities and long-term societal shifts. Future studies should mandate a formal review of the ToC after each cohort or assessment period, integrating feedback from advocates and community stakeholders. This allows research team to refine the assumptions within the ToC and adjust the "causal pathways" to reflect the reality.

Secondly, to provide robust qualitative evidence for the Theory of Change (ToC) moving forward, future studies should transition from point-in-time surveys to longitudinal qualitative tracking and thematic impact mapping. By conducting semi-structured interviews and storytelling sessions at two-year intervals, the research team can document how a "Story of Action" (Output projects delivered by training participants immediately after the training finishes) matures into sustained impact. The initial analysis of the story of action from the surveyed participants and the connection to the current response survey is presented in APPENDIX 5.

THE END

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**APPENDIX I. SDG Advocate 2024–2026 TRAINING RESULTS FRAMEWORK<sup>2</sup>**

PROJECT RESULTS FRAMEWORK <i>(Please DO NOT complete the Results columns at this stage. They should only be completed at End of Year reporting stage)</i>											
Organisation Name: Development Perspectives											
Overall Project Goal: Informed and active adult and community education practitioners and community leaders who are utilising GCE and integrating the SDGs into their educational / community practice.											
Project Timeframe: 3 years <i>(In the case of multi-annual funding, goal and outcomes should reflect workplan for duration of project.)</i>											
Outcomes	Planned Outputs/ Activities	Performance Indicators	Baseline	Targets and Results <i>(Note 2)</i>							Data Source, Collection Method and Frequency of Measurement
				Year 1 Targets	Year 1 Results <i>(Note 1)</i>	Year 2 Targets	Year 2 Results <i>(Note 1)</i>	Year 3 Targets	Year 3 Results <i>(Note 1)</i>	Cumulative Results (Years 1, 2 & 3) <i>(Note 1)</i>	
1. Adult and community education	1a) Explorative phase - 1 day in person training.	1.1)Critical thinking capacity	1.1) Low to medium	1.1)Medium to high	1.1) Medium-High (100%	1.1)Medium to high	1.1)	1.1)Medium to high	1.1)	1.1)	1.1)Pre and post project questionnaire /

<sup>2</sup> The Results Framework is subject to annual revision to ensure alignment with the strategic priorities of the funder and the evolving availability of organizational resources.

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practitioners and community leaders have deepened their knowledge and understanding of GCE.	1st group coaching and mentoring session (1 x 2 hours online) 1b) Action phase - a 3 day residential and 1x3 hour online session / 1 full day workshop in Sonairte 1c) Reflection phase - a 3 day residential				<i>of advocates who completed post training questionnaire indicated medium to high level of capacity to think critically.</i>						<i>survey. Action projects and stories of action document (published online post project)</i>
		<i>1.2)Identification of pillars of GCE</i>	<i>1.2)1-2 pillars identified</i>	<i>1.2)4</i>	<i>1.2) 3 (On average, 3 GCE pillars were clearly identified per advocate)</i>	<i>1.2)4</i>	<i>1.2)</i>	<i>1.2)4</i>	<i>1.2)</i>	<i>1.2)</i>	<i>1.2)Pre and post project questionnaire / survey. Attendance sheets.</i>
		<i>1.3) Awareness of the IDEA code of good practice</i>	<i>1.3)Low</i>	<i>1.3)Medium</i>	<i>1.3) Medium</i>	<i>1.3)Medium</i>	<i>1.3)</i>	<i>1.3)Medium</i>	<i>1.3)</i>	<i>1.3)</i>	<i>1.3)Pre and post project questionnaire / survey. Stories of action document (published online post project), action projects and video interviews. Central Resources Hub.</i>

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		1.4) Number of SDG advocates participating in the training	1.4) 23	1.4) 23	1.4) 21	1.4) 23	1.4)	1.4)	1.4)	1.4)	1.4)
2. Adult and community education practitioners and community leaders have increased knowledge and understanding of the SDGs aligned with Ireland’s Implementation Plan.	2a) Explorative phase - 1 day in person training. 1st group coaching and mentoring session (1 x 2 hours online). 2b) Action phase - a 3 day residential and 1x3 hour online session. 1 full day workshop in Sonairte 2c) Reflection phase - a 3 day residential	2.1) Knowledge and understanding of Sustainable development theory	2.1) Low to medium	2.1) Medium to high	2.1) Medium - High (80% of SDG advocates who completed the post training questionnaire indicated an understanding of SD theory)	2.1) Medium to high	2.1)	2.1) Medium to high	2.1)	2.1)	2.1) Pre and post project questionnaire / survey. Attendance sheet.
		2.2) Understanding of the 17 Goals and their related targets and indicators	2.2) Low	2.2) Medium	2.2) Medium - High (100% of SDG advocates who completed the post training questionnaire ranked	2.2) Medium	2.2)	2.2) Medium	2.2)	2.2)	2.2) Pre and post project questionnaire / survey. Stories of action document. (Published online post project). Attendance sheet.

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					<i>medium to high knowledge of the SDGs)</i>						
		2.3)Action project alignment with the SDGs	2.3)None to Partial	2.3)Fully	2.3)Fully (15 action projects aligned to the SDGs and Irelands implementation plan)	2.3)Fully	2.3)	2.3)Fully	2.3)	2.3)	2.3)Pre and post project questionnaire / survey. Stories of action document(Published online post project)
3. Adult and community education practitioners and community leaders have increased confidence and skills to design and implement quality GCE.	3a) Action phase - Individual coaching and mentoring sessions. (22 x 1 hour per participant) 1 full day workshop in Sonairte. 3b) Reflection phase - a 3 day residential	3.1)Level of confidence to design and implement quality GCE	3.1)Low - Medium	3.1)Medium - High	3.1)High (100% of SDG advocates who completed the post training questionnaire identified an increase in their confidence to design and implement quality GCE)	3.1)Medium - High	3.1)	3.1)Medium - High	3.1)	3.1)	3.1)Pre and post project questionnaire / survey. Attendance sheet.

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		3.2) Problem solving capacity	3.2) Low to medium	3.2) Medium to High	3.2) Medium - High (100% of SDG advocates who completed the post training questionnaire ranked medium - high capacity to problem solve)	3.2) Medium to High	3.2)	3.2) Medium to High	3.2)	3.2)	3.2) Pre and post project questionnaire / survey. Attendance sheet
		3.3) Level of Facilitation skills	3.3) Medium	3.3) Medium - High	3.3) Medium - High (100% of the SDG advocates who completed the post training questionnaire confirmed an increase in confidence in	3.3) Medium-High	3.3)	3.3) Medium -High	3.3)	3.3)	3.3) Participant observation in the action phase and action projects / self assessment during reflection phase. Attendance sheet

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					facilitation skills)						
4. Public awareness of the SDGs has increased through GCE.	4a) Action projects - participants design and facilitate 15 projects 4b) Showcase video 4c) Ongoing social and traditional media of the project (Press releases, Posts, Interviews)	4.1)No of GCE action projects aligned to the SDGs	4.1)15	4.1)15	4.1)15	4.1)15	4.1)	4.1)15	4.1)	4.1)	4.1)Stories of action document (Published online post project)
		4.2)No of views of the video	4.2) NA	4.2)500 - 1000	4.2) 295	4.2)500 - 1000	4.2)	4.2)500 - 1000	4.2)	4.2)	4.3)Website analytics
5	E)	E1)	E1)	E1)	E1)	E1)	E1)	E1)	E1)	E1)	E1)
		E2)	E2)	E2)	E2)	E2)	E2)	E2)	E2)	E2)	E2)
		E3)	E3)	E3)	E3)	E3)	E3)	E3)	E3)	E3)	E3)
*Innovation Challenge	F)	F1)	F1)	F1)	F1)	F1)	F1)	F1)	F1)	F1)	

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Fund (Note 3)		F2)	F2)	F2)	F2)	F2)	F2)	F2)	F2)	F2)	F2)
		F3)	F3)	F3)	F3)	F3)	F3)	F3)	F3)	F3)	F3)

Note 1: To be completed at end of project reporting stage only.  
Do not complete at application stage.

Note 2: For one year projects please  
delete relevant columns

Note 3: To be considered for the Innovation Challenge Fund  
please use specific outcome and outputs.

Note 4: there may be a number of outputs/activities linked to  
one outcome

**APPENDIX 2. SDG ADVOCATE TRAINING THEORY OF CHANGE FRAMEWORK**

Table A2.1 SDG Advocate Training Theory of Change

IMPACT	
<p><i>I.1 Institutional impact: drives systemic and lasting institutional change by integrating Sustainable Development Goals (SDGs) and Global Citizenship Education (GCE) principles into the core policy, planning, and operational frameworks of local government bodies and participating organizations (civil society, academic, and private sector).</i></p>	I.1.1 SDGs initiatives/projects are incorporated into the local government agenda
	I.1.2 SDGs initiatives/projects are institutionalised in participants' organisations
	I.1.3. GCE practices are incorporated into the local government development agenda.
	I.1.4 GCE practices are incorporated into organisational operations.
	I.1.5 SDGs initiatives/projects result in changes in public policy documents.
	<i>I.2 Local community Impact: focuses on achieving tangible improvements in capacity, inclusion, and empowerment for communities directly benefiting from or involved in the GCE and/or SDG initiatives advanced by the SDG Advocate Training.</i>
<p><i>I.2 Local community Impact: focuses on achieving tangible improvements in capacity, inclusion, and empowerment for communities directly benefiting from or involved in the GCE and/or SDG initiatives advanced by the SDG Advocate Training.</i></p>	I.2.1 SDGs initiatives/projects lead to more informed, active citizens within the benefited communities
	I.2.2 SDGs initiatives/projects address the root causes of challenges facing marginalized communities (e.g., climate change, hunger, inequality and justice, etc.)
	I.2.3 SDGs initiatives/projects address marginalised communities (e.g. at-risk youth, refugees and international protection applicants, residents with low socioeconomic status, under-resourced communities, etc.)
	I.2.4 SDGs initiatives/projects create opportunities for the local communities to take further actions contributing to SDGs (e.g. educational / campaigning/advocacy opportunities afforded to the public)
<p><i>I.3 Personal Impact: captures the transformation of individuals to become sustained and active agents of change through their lifelong commitment and integration of SDGs and GCE principles across professional and personal decision-</i></p>	I.3.1. Participants are directly involved in development activities (e.g., working professionally in the development sector/education sector, contributing to SDGs; working professionally in the public sector, leading community actions and/or political movements contributing to SDGs, participating in community actions and/or political movements, contributing to the SDGs, etc.)

<i>making and actions.</i>	I.3.2. Participants decided to pursue professional development opportunities (such as taking a master’s degree in related areas) after the SDG Advocate Training
	I.3.3. Participants decided to adopt more sustainable and responsible lifestyle habits and decision-making (e.g. food consumption, travel behaviour, community involvement, etc.)
	I.3.4. Participants demonstrated understanding and awareness of how Irish Aid addresses global poverty and equality on their behalf.
<p>CONDITIONS - DIRECT DRIVERS</p> <p><i>The direct causes (or drivers) are the hypotheses about the essential prerequisites - encompassing competencies, knowledge, values, attitudes, and networks - established among participants as a result of their engagement in the SDG Advocate Training, which enable their sustained engagement and action in GCE and SDG Advocate activities.</i></p>	
C.1 COMPETENCIES	C.1.1. GCE Pillar - Critical Thinking: Participants have confidence in objectively analyzing information, evidence, and arguments to form a well-reasoned judgement or conclusion.
	C.1.2. GCE Pillar - System thinking: Participants have confidence in understanding the holistic interconnected relationship between the 17 Sustainable Development Goals, linking local actions to global change.
	C.1.3. GCE Pillar - Problem-solving: Participants have confidence in defining a problem, analyzing its root cause, and implementing an effective solution.
	C.1.4. GCE Pillar - Active Citizen: Participants have confidence to be directly involved in, or support informed actions, contributing to a more just, equitable, and sustainable community and the world.
	C.1.5. Participants have confidence in their facilitation competencies, specifically in working with the diverse stakeholders
	C.1.6. Participants have confidence in public speaking and effective communication
	C.1.7. Participants have confidence in continuous self-assessment and ethical navigation, involving the critical monitoring and adjustment of their own assumptions, actions, and impact on group and project outcomes. (Self-reflection)
C.2: VALUES AND ATTITUDE	C.2.1. Participants develop a strong sense of collective responsibility and sustainability through engagement with

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	residential experiences (e.g., carpooling, vegetarian diet, participatory community engagement, ecological awareness, and responsible consumption and production).
	C.2.2. Participants developed the recognition for diversity and intercultural learning through their engagement with multinational fellows from the cohort
	C.2.3. Participants adopt a mindset that connects global challenges to local actions
C.3: KNOWLEDGE	C.3.1. Participants have foundational knowledge of GCE pillars to design and deliver GCE and/or SDG-related projects
	C.3.2. Participants have foundational knowledge of SDGs to design and deliver GCE and/or SDG-related projects
	C.3.3. Participants have foundational knowledge of the IDEA Code of Good Practice
C.4: NETWORKS	C.4.1. Participants build strong connections within the SDG Advocate Alumni network to collaborate on the topic of GCE and/or SDGs.
	C.4.2. Participants have access to networks initiated by Development Perspectives to continuously improve their capacity on the topic of GCE and/or SDGs.
	C.4.3. Participants have access to training initiated by Development Perspectives to continuously improve their capacity for the topic of GCE and/or SDGs.
<p>CONDITIONS - INDIRECT CAUSES</p> <p><i>The indirect drivers (or external conditions) are our hypothesis about the essential enabling environment - encompassing organizational, community, and political support, as well as access to funding and supportive policy landscapes - which must be present outside of the SDG Advocate Training to successfully facilitate and sustain participants' engagement and actions in GCE and SDG-related activities.</i></p>	
	C.5.1. Participants receive organisational support to work on their GCE and/or SDGs-related activities
	C.5.2. Participants receive community and/or political support to work on their GCE and/or SDG-related activities.
	C.5.3. Participants are involved in formal/informal groups of interest relevant to their GCE and/or SDG-related activities.
	C.5.4. The ongoing policies enable participants to work on their GCE and/or SDG-related activities.
	C.5.5. Participants have access to funding for their GCE and/or SDG-related activities.

## APPENDIX 3. SURVEY QUESTIONNAIRES

### A3.1. Survey Questionnaire

#### Section 1. Consent

Your consent is required to retain your survey submission as part of this research project, please indicate here:

Multiple choice

- Yes I would like to take part in the survey
- No I would not like to (End Survey Here)

May we contact you to ask for further details and learn more about certain things you mention here?

Multiple choice

- Yes
- No

If yes, please provide your preferred contact information for future communication

- *Please type your email address or phone number for future communication. Type N/A if you do not want to be contacted.*
- Short text

Are you happy for us to cite you by your name?

Multiple choice

- Yes
- No

#### Section 2: Demographic

##### Q1. Name

Short Text

What gender do you identify with?

Multiple choice

- Man
- Women
- Other
- Prefer not to say

##### Age Group

Multiple choice

- 18-29
- 30-39
- 40-49
- 50-59
- 60-69
- 70+

- Add prefer not to say

Q2. What is your residence address (Town/City and County)?

Short Text

Q3. What is your occupation?

Short Text

Q5. What is the name of your current organisation?

Short Text

Q6. What is the type of your current organization?

Multiple Choice

- Formal Education Structure - Further Education Institutes, Community Groups, Educational Training Boards (ETBs)
- Non-formal Education - Community Education provider/ Adult Education provider
- Public Participation Networks or Educational Training Boards
- NGO (Local / regional or national) and/or Charities
- Community-Based Organisation
- Public Sector (National, Local and Public Institutions)
- Private Sector
- Political Organisations (Political Parties and Independents, Local Representatives, Unions, etc.)
- I do not associate with any organization
- Others

Q6. What is your SDG Advocate Training cohort?

Dropdown Multiple Choice

- 2018
- 2019
- 2020
- 2021
- 2022
- 2023
- 2024

### Section 3: Impact Evaluation

Q.7 Are you currently involved in any GCE and/or SDG-related activities?

Multiple choice

- Yes (Continue to Q.9)
- No (Continue to Q.8)

Q8. 'Outline any barriers that are preventing you from engaging with GCE or SDG related activities, if any'

Long text

Q9. How would you best describe your current engagement with GCE and/or SDG-related activities?

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Multiple choice question - You can choose more than one answer (1.3)

- I am participating in informal community groups and/or activities regularly (on average, at least once a month)
- I am participating in formally organised political parties/unions/advocacy campaigns regularly (on average, at least once a month)
- I am working professionally in an organisation that is contributing to the SDGs and/or GCE
- Others (Specify)

Q9.1 My current role in GCE and/or SDG-related activities

Multiple choice question

- Leadership
- Membership
- Others (Specify)

Q10. Can you tell us more about your GCE and/or SDG Advocate Activities?

*You may describe the topic/SDGs, the location, and the beneficiaries of your activities. If you have more than one engagement, please feel free to share all in the importance order.*

Long text question

Q11. To what extent do you agree that your engagement with the SDG Advocate Training has led to the following changes at the institutional level?

Likert scale 1 (Not at all) to 5 (Significantly)

- My GCE and/or SDG-related activities influenced the local government's official agenda.
- As a result of my GCE and/or SDG-related activities, the principles and goals of SDGs are now formally integrated into the day-to-day operations of my organisation.
- As a result of my GCE and/or SDG-related activities, GCE practices are now integrated into the local government's development plans.
- As a result of my GCE and/or SDG-related activities, GCE practices are integrated in your organisation's operations and activities.
- My GCE and/or SDG-related activities have been formally integrated into policy documents (e.g., development plan, strategy document).

Q12. Can you provide examples of how your SDG initiatives/projects and/or GCE practices are integrated in your local government agenda & your organisational operations (if any)

Long text

Q13. To what extent do you agree that your engagement with the SDG Advocate Training has led to the following changes at the local community level?

Likert scale 1 (Not at all) to 5 (Significantly)

- As a result of my GCE and/or SDG-related activities, the benefited community has become more informed and active in addressing local challenges.
- My GCE and/or SDG-related activities directly addressed the root causes (e.g., climate change, hunger, inequality and justice, etc.) of challenges facing marginalized communities.
- My GCE and/or SDG-related activities focused on and successfully reached marginalized communities (e.g., at-risk youth, refugees, deprived area dwellers)?
- My GCE and/or SDG-related activities created new opportunities (e.g., educational, campaigning, advocacy) for the local communities to take further action contributing to the SDGs.

Q14. Have you and your organization conducted any formal evaluation or review of the local community impact resulting from the SDGs initiatives/projects?

Multiple choice questions

- Yes -> Q15
- No -> Q16

Q15. If yes, please share with us briefly about the evaluation and the results. If the evaluation is publicly available, please provide a link to the results

Long text

Q16. To what extent do you agree that your engagement with the SDG Advocate Training has led to the following changes at the personal level?

Likert scale 1 (Not at all) to 5 (Significantly)

- SDG Advocate Training led me to become directly involved in development activities contributing to the SDGs (e.g., career change, leading community action, political involvement)
- SDG Advocate Training influenced my decision to pursue professional development opportunities (e.g., a master's degree, certifications) in areas related to the SDGs or global development.
- SDG Advocate Training influences me to adopt more sustainable and responsible lifestyle habits and decision-making (e.g. food consumption, travel behaviour, community involvement, etc.)
- SDG Advocate Training contributed to your understanding and awareness of how Irish Aid addresses global poverty and equality.

Q17. Thinking about the changes you rated highly above, please provide one prominent example of a personal or professional change that was directly influenced by the SDG Advocate Training?

Long text

Q18. Are there any other institutional/community/personal changes coming from your engagement with the SDG Advocate Training that have not been mentioned

Long text

#### Section 4: Drivers/Obstacles to achieve the impact

Q19.1. To what extent do you agree with the following statements regarding competency drivers that helped you engage more with the GCE and/or SDG-related activities?

Question type: Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)

- I am confident in analysing information and arguments to reach well-reasoned conclusions.
- I am confident in understanding how the 17 SDGs interconnect from local to global scales.
- I am confident in defining problems, identifying root causes, and implementing effective solutions.
- I am confident in taking or supporting action that contributes to a more just, equitable, and sustainable society.
- I am confident in my facilitation work with diverse stakeholders.
- I am confident in my public speaking and communication abilities.

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- I am confident in ethically reflecting on my role and monitoring my assumptions and actions.

Q19.2. To what extent do you agree with the following statements regarding value and attitude drivers that helped you engage more with the GCE and/or SDG-related activities?

Question type: Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)

- I developed a strong sense of collective responsibility and sustainability through my engagement with residential experiences (e.g., carpooling, vegetarian diet, participatory community engagement, ecological awareness, and responsible consumption and production).
- I developed a strong sense of valuing diversity and intercultural learning through engagement with the multinational fellows.
- I developed a mindset of connecting global challenges to local contexts

Q19.3. To what extent do you agree with the following statements regarding knowledge drivers that helped you engage more with the GCE and/or SDG-related activities?

Question type: Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)

- I have the foundational knowledge of GCE pillars needed to effectively design and deliver GCE and/or SDG-related activities.
- I have the foundational knowledge of the SDGs needed to effectively design and deliver GCE and/or SDG-related activities.
- I have a foundational understanding of the IDEA Code of Good Practice.

Q19.4. To what extent do you agree with the following statements regarding network drivers that helped you engage more with the GCE and/or SDG-related activities?

Question type: Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)

- I have built strong connections within the SDG Advocate Alumni network for collaboration on the topic of GCE and/or SDGs.
- I have adequate access to networks initiated by Development Perspectives to continuously improve my capacity on the topic of GCE and/or SDGs.
- I have adequate access to training initiated by Development Perspectives to continuously improve my capacity for the topic of GCE and/or SDGs.

Q20. To what extent do you agree with the following statements regarding EXTERNAL DRIVERS that helped you engage more with the GCE and/or SDG-related activities?

Question type: Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)

- I received adequate organisational support (e.g., time, resources, endorsement) to work on my GCE and/or SDG-related activities.
- I received sufficient support from the community and/or political stakeholders for my GCE and/or SDG-related activities.
- I am actively involved in formal or informal groups/networks that are relevant to and support my GCE and/or SDG-related activities.
- The current government policies or institutional rules are enabling and supportive of my work on GCE and/or SDG-related activities.
- I have access to sufficient financial funding for my GCE and/or SDG-related activities.

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Q21. Which three (3) factors do you consider most essential in ENABLING your engagement with GCE and/or SDG-related activities?

*Please consider both the drivers (competencies, knowledge, network, external drivers) already discussed and any other relevant factors not yet mentioned.*

Long text

Q23. What are the three (3) most significant factors that LIMIT or CONSTRAIN your engagement with GCE and/or SDG-related activities?

*Please consider both the drivers (competencies, knowledge, network, external drivers) already discussed and any other relevant factors not yet mentioned.*

Long text

Thank you, and End of the Survey.

### A3.2. Theory of Change Navigation

IMPACT			
Statement	Proposed questionnaires	Question type	Questionnaire Navigation
<i>I.1 Institutional impact: drives systemic and lasting institutional change by integrating Sustainable Development Goals (SDGs) and Global Citizenship Education (GCE) principles into the core policy, planning, and operational frameworks of local government bodies and participating organizations (civil society, academic, and private sector).</i>			
I.1.1 SDGs initiatives/projects are incorporated into the local government agenda	My GCE and/or SDG-related activities influenced the local government's official agenda.	Likert Scale: 1 (Not at all) to 5 (Significantly)	Section 3 - Q.11 & Q.12
I.1.2 SDGs initiatives/projects are institutionalised in participants' organisations	As a result of my GCE and/or SDG-related activities, the principles and goals of SDGs are now formally integrated into the day-to-day operations of my organisation.	Likert Scale: 1 (Not at all) to 5 (Significantly)	Section 3 - Q.11 & Q.12
I.1.3. GCE practices are incorporated into the local government development agenda.	As a result of my GCE and/or SDG-related activities, GCE practices are now integrated into the local government's development plans.	Likert Scale: 1 (Not at all) to 5 (Significantly)	Section 3 - Q.11 & Q.12
I.1.4 GCE practices are incorporated into organisational operations.	As a result of my GCE and/or SDG-related activities, GCE practices are integrated in	Likert Scale: 1 (Not at all) to 5 (Significantly)	Section 3 - Q.11 & Q.12

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	your organisation's operations and activities.		
I.1.5 SDGs initiatives/projects result in changes in public policy documents.	My GCE and/or SDG-related activities have been formally integrated into policy documents (e.g., development plan, strategy document).	Question type: Likert Scale: 1 (Not at all) to 5 (Significantly)	Section 3 - Q.11 & Q.12
<i>I.2 Local community Impact: focuses on achieving tangible improvements in capacity, inclusion, and empowerment for communities directly benefiting from or involved in the GCE and/or SDG initiatives advanced by the SDG Advocate Training.</i>			
I.2.1 SDGs initiatives/projects lead to more informed, active citizens within the benefited communities	As a result of my GCE and/or SDG-related activities, the benefited community has become more informed and active in addressing local challenges.	Likert Scale: 1 (Not at all) to 5 (Significantly)	Section 3 - Q.13, Q.14 & Q.15
I.2.2 SDGs initiatives/projects address the root causes of challenges facing marginalized communities (e.g., climate change, hunger, inequality and justice, etc.)	My GCE and/or SDG-related activities directly addressed the root causes (e.g., climate change, hunger, inequality and justice, etc.) of challenges facing marginalized communities.	Likert Scale: 1 (Not at all) to 5 (Significantly)	Section 3 - Q.13, Q.14 & Q.15
I.2.3 SDGs initiatives/projects address marginalised communities (e.g. at-risk youth, refugees and international protection applicants, residents with low socioeconomic status, under-resourced communities, etc.)	My GCE and/or SDG-related activities focused on and successfully reached marginalized communities (e.g., at-risk youth, refugees and international protection applicants, residents with low socioeconomic status, under-resourced communities)	Likert Scale: 1 (Not at all) to 5 (Significantly)	Section 3 - Q.13, Q.14 & Q.15
I.2.4 SDGs initiatives/projects create opportunities for the local communities to take further actions contributing to SDGs (e.g. educational / campaigning/advocacy opportunities afforded to the public)	My GCE and/or SDG-related activities created new opportunities (e.g., educational, campaigning, advocacy) for the local communities to take further action contributing to the SDGs.	Likert Scale: 1 (Not at all) to 5 (Significantly)	Section 3 - Q.13, Q.14 & Q.15
<i>I.3 Personal Impact: captures the transformation of individuals to become sustained and active agents of change through their lifelong commitment and integration of SDGs and GCE principles across professional and personal decision-making and actions.</i>			

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<p>I.3.1. Participants are directly involved in development activities (e.g., working professionally in the development sector/education sector, contributing to SDGs; working professionally in the public sector, leading community actions and/or political movements contributing to SDGs, participating in community actions and/or political movements, contributing to the SDGs, etc.)</p>	<p>SDG Advocate Training leads me to become directly involved in development activities contributing to the SDGs (e.g., career change, leading community action, political involvement)</p>	<p>Likert Scale: 1 (Not at all) to 5 (Significantly)</p>	<p>Section 3 - Q.9, Q.16 &amp; Q.17</p>
<p>I.3.2. Participants decided to pursue professional development opportunities (such as taking a master’s degree in related areas) after the SDG Advocate Training</p>	<p>SDG Advocate Training influences my decision to pursue professional development opportunities (e.g., a master's degree, certifications) in areas related to the SDGs or global development.</p>	<p>Likert Scale: 1 (Not at all) to 5 (Significantly)</p>	<p>Section 3 - Q.9, Q.16 &amp; Q.17</p>
<p>I.3.3. Participants decided to adopt more sustainable and responsible lifestyle habits and decision-making (e.g. food consumption, travel behaviour, community involvement, etc.)</p>	<p>SDG Advocate Training influences me to adopt more sustainable and responsible lifestyle habits and decision-making (e.g. food consumption, travel behaviour, community involvement, etc.)</p>	<p>Likert Scale: 1 (Not at all) to 5 (Significantly)</p>	<p>Section 3 - Q.9, Q.16 &amp; Q.17</p>
<p>I.3.4. Participants demonstrated understanding and awareness of how Irish Aid addresses global poverty and equality on their behalf.</p>	<p>SDG Advocate Training contributes to your understanding and awareness of how Irish Aid addresses global poverty and equality.</p>	<p>Likert Scale: 1 (Not at all) to 5 (Significantly)</p>	<p>Section 3 - Q.9, Q.16 &amp; Q.17</p>
<p><b>CONDITIONS - DIRECT DRIVERS</b>  <i>The direct causes (or drivers) are the hypotheses about the essential prerequisites - encompassing competencies, knowledge, values, attitudes, and networks - established among participants as a result of their engagement in the SDG Advocate Training, which enable their sustained engagement and action in GCE and SDG Advocate activities.</i></p>			
<p>Statement</p>	<p>Proposed questionnaires</p>	<p>Question type</p>	<p>Questionnaire Navigation</p>

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<i>C.1: COMPETENCIES</i>			
C.1.1. GCE Pillar - Critical Thinking: Participants have confidence in objectively analyzing information, evidence, and arguments to form a well-reasoned judgement or conclusion.	I am confident in analysing information and arguments to reach well-reasoned conclusions.	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.19.1., Q.21, Q.22, Q.23, Q.24
C.1.2. GCE Pillar - System thinking: Participants have confidence in understanding the holistic interconnected relationship between the 17 Sustainable Development Goals, linking local actions to global change.	I am confident in understanding how the 17 SDGs interconnect from local to global scales.	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.19.1., Q.21, Q.22, Q.23, Q.24
C.1.3. GCE Pillar - Problem-solving: Participants have confidence in defining a problem, analyzing its root cause, and implementing an effective solution.	I am confident in defining problems, identifying root causes, and implementing effective solutions.	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.19.1., Q.21, Q.22, Q.23, Q.24
C.1.4. GCE Pillar - Active Citizen: Participants have confidence to be directly involved in, or support informed actions, contributing to a more just, equitable, and sustainable community and the world.	I am confident in taking or supporting action that contributes to a more just, equitable, and sustainable society.	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.19.1., Q.21, Q.22, Q.23, Q.24
C.1.5. Participants have confidence in their facilitation competencies, specifically in working with the diverse stakeholders	I am confident in my facilitation work with diverse stakeholders.	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.19.1, Q.21, Q.22, Q.23, Q.24
C.1.6. Participants have confidence in public speaking and effective communication	I am confident in my public speaking and communication abilities.	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.19.1, Q.21, Q.22, Q.23, Q.24
C.1.7. Participants have confidence in continuous self-assessment and ethical navigation, involving the critical monitoring and	I am confident in ethically reflecting on my role and monitoring my assumptions and actions.	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.19.1., Q.21, Q.22, Q.23, Q.24

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adjustment of their own assumptions, actions, and impact on group and project outcomes. (Self-reflection)			
<i>C.2: VALUES AND ATTITUDE</i>			
C.2.1. Participants develop a strong sense of collective responsibility and sustainability through engagement with residential experiences (e.g., carpooling, vegetarian diet, participatory community engagement, ecological awareness, and responsible consumption and production).	I developed a strong sense of collective responsibility and sustainability through my engagement with residential experiences.(e.g., carpooling, vegetarian diet, participatory community engagement, ecological awareness, and responsible consumption and production)	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.19.2., Q.21, Q.22, Q.23, Q.24
C.2.2. Participants developed the recognition for diversity and intercultural learning through their engagement with multinational fellows from the cohort	I developed a strong sense of valuing diversity and intercultural learning through engagement with the multinational fellows.	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.19.2., Q.21, Q.22, Q.23, Q.24
C.2.3. Participants adopt a mindset that connects global challenges to local actions	I developed a mindset of connecting global challenges to local contexts.	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.19.2., Q.21, Q.22, Q.23, Q.24
<i>C.3: KNOWLEDGE</i>			
C.3.1. Participants have foundational knowledge of GCE pillars to design and deliver GCE and/or SDG-related projects	I have the foundational knowledge of Global Citizenship Education (GCE) pillars needed to design and deliver my GCE and/or SDG-related activities.	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.19.3., Q.21, Q.22, Q.23, Q.24
C.3.2. Participants have foundational knowledge of SDGs to design and deliver GCE and/or SDG-related projects	I have the foundational knowledge of the Sustainable Development Goals (SDGs) needed to design and deliver my GCE and/or SDG-related activities.	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.19.3., Q.21, Q.22, Q.23, Q.24
C.3.3. Participants have foundational knowledge of the IDEA Code of Good Practice	I have a foundational understanding of the IDEA Code of Good Practice needed to design and deliver my GCE	Question type: Likert Scale: 1 (Totally Disagree) to 5	Section 4 - Q.19.3., Q.21, Q.22, Q.23, Q.24

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	and/or SDG-related activities.	(Totally Agree)	
<i>C.4: NETWORKS</i>			
C.4.1. Participants build strong connections within the SDG Advocate Alumni network to collaborate on the topic of GCE and/or SDGs.	I have built strong connections within the SDG Advocate Alumni network to collaborate on the topic of GCE and/or SDGs.	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.19.4., Q.21, Q.22, Q.23, Q.24
C.4.2. Participants have access to networks initiated by Development Perspectives to continuously improve their capacity on the topic of GCE and/or SDGs.	I have adequate access to networks initiated by Development Perspectives to continuously improve my capacity on the topic of GCE and/or SDGs.	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.19.4., Q.21, Q.22, Q.23, Q.24
C.4.3. Participants have access to training initiated by Development Perspectives to continuously improve their capacity for the topic of GCE and/or SDGs.	I have adequate access to training initiated by Development Perspectives to continuously improve my capacity for the topic of GCE and/or SDGs.	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.19.4., Q.21, Q.22, Q.23, Q.24
<p>CONDITIONS - INDIRECT CAUSES</p> <p><i>The indirect drivers (or external conditions) are our hypothesis about the essential enabling environment - encompassing organizational, community, and political support, as well as access to funding and supportive policy landscapes - which must be present outside of the SDG Advocate Training to successfully facilitate and sustain participants' engagement and actions in GCE and SDG-related activities.</i></p>			
C.5.1. Participants receive organisational support to work on their GCE and/or SDGs-related activities	I received adequate organisational support (e.g., time, resources, endorsement) to work on my GCE and/or SDG-related activities.	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.20., Q.21, Q.22, Q.23, Q.24
C.5.2. Participants receive community and/or political support to work on their GCE and/or SDG-related activities.	I received sufficient support from the community and/or political stakeholders for my GCE and/or SDG-related activities.	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.20., Q.21, Q.22, Q.23, Q.24
C.5.3. Participants are involved in formal/informal groups of interest relevant to their GCE and/or SDG-related	I am actively involved in formal or informal groups/networks that are relevant to and support my	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.20., Q.21, Q.22, Q.23, Q.24

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activities.	GCE and/or SDG-related activities.		
C.5.4. The ongoing policies enable participants to work on their GCE and/or SDG-related activities.	The current government policies or institutional rules are enabling and supportive of my work on GCE and/or SDG-related activities.	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.20., Q.21, Q.22, Q.23, Q.24
C.5.5. Participants have access to funding for their GCE and/or SDG-related activities.	I have adequate access to the necessary funding or financial resources for my GCE and/or SDGs-related activities.	Likert Scale: 1 (Totally Disagree) to 5 (Totally Agree)	Section 4 - Q.20., Q.21, Q.22, Q.23, Q.24

## APPENDIX 4. DATA REPRESENTATIVENESS AND SAMPLING VALIDATION

To establish the reliability and long-term credibility of the survey findings, a comprehensive validation of the sample ( $n = 38$ ) was conducted against the total programme population ( $N = 131$ ). This assessment utilizes a comparative proportional analysis across two key parameters: Gender Identification and Cohort Distribution.

These specific metrics were selected because they represent "fixed" characteristics that remain consistent over time. Unlike other variables—such as geographic location or organizational type - which are susceptible to change due to participant mobility and career progression, gender and cohort affiliation provide a stable benchmark for longitudinal analysis. By focusing on these immutable identifiers, this appendix demonstrates the extent to which the respondents accurately mirror the broader group, confirming the external validity of the study and ensuring that the findings provide a statistically sound reflection of the entire participant population.

### A4.1. Gender Distribution Comparison

The first validation parameter compares the gender makeup of the respondents to the total population. The sample demonstrates a high degree of proportional alignment, with all variances remaining well below the standard 5% threshold used to denote statistical significance.

Table A4.1. Gender Identification: Population vs. Sample Proportionality.

Gender	Population ( $N = 131$ )	Sample ( $n = 38$ )	Variance ( $\Delta$ )
Women	66.0% (86)	63.2% (24)	-2.8%
Men	32.0% (42)	36.8% (14)	+4.8%
Other	2.0% (3)	0.0% (0)	-2.0%

The survey achieved an equitable reach across both primary groups, successfully capturing 27.9% of all women and 33.3% of all men within the programme. The absence of the "Other" category in the sample is statistically expected, given the small total population of that group ( $N_{Other} = 3$ ) and does not suggest a systematic sampling bias.

### A4.2. Cohort Distribution Representation

The second validation parameter examined the distribution of participants based on their cohort year. This ensures the data reflects a balanced mix of legacy perspectives and new experiences.

Table A4.2. Cohort Distribution: Population vs. Sample Proportionality.

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Gender	Population ( $N = 131$ )	Sample ( $n = 38$ )	Variance ( $\Delta$ )
2018	12.2% (16)	21.1% (8)	+8.9%
2019	9.2% (12)	5.3% (2)	-3.9%
2020	13.7% (18)	7.9% (3)	-5.8%
2021	17.6% (23)	15.8% (6)	-1.8%
2022	16.8% (22)	15.8% (6)	-1.0%
2023	14.5% (19)	13.2% (5)	-1.3%
2024	16.0% (21)	21.1% (8)	+5.1%

The data in Table A.3.2 reveals a sample that effectively captures the full timeline of the programme. Notable trends include:

- High Precision in Middle Cohorts: The 2021, 2022, and 2023 cohorts - representing nearly half of the total population—show exceptional alignment. The variances for these years are all below 2%, indicating that the "core" of the programme's recent history is accurately mirrored in the respondent data.
- Engagement Extremes: The sample shows increased engagement from the programme's earliest participants (2018) and the most recent graduates (2024). While the 2018 cohort is over-represented by 8.9%, this ensures the analysis includes a strong "legacy" perspective from the programme's inception.
- Minor Historical Variances: Modest under-representation in the 2019 and 2020 cohorts is offset by the balanced response rates across the remaining five years.

1. Methodological Conclusion

The dual-parameter validation confirms that the sample is statistically representative. The variances in gender are minimal, and the cohort distribution provides a comprehensive longitudinal view of the programme. Despite the minor fluctuations inherent in small-sample sizes, the proximity of the sample percentages to the population benchmarks indicates the data is fit for purpose. The findings detailed in this report can be interpreted as a reliable proxy for the sentiments and experiences of the total programme population (N=131).

## APPENDIX 5. STORY OF ACTION PROJECT AND LINKAGE TO IMPACT STUDIES

This appendix provides a comparative analysis between the initial "Story of Action" (the practical project undertaken by participants upon the completion of the SDG Advocate Training) and the current professional engagement of alumni across six cohorts (2018–2024).

By cross-referencing archival data from Programme Yearbooks via [SDG Advocate Training – Development Perspectives](#) with recent survey inputs, this section tracks the longitudinal impact of the SDG Advocate Programme of 29 stories over 34 served participants. It highlights how initial grassroots projects have, in many cases, evolved into sustained professional careers in Global Citizenship Education (GCE) and the SDGs. Data from 26 of 29 respondents are represented below. In accordance with privacy preferences, three participants opted out of name-attributed reporting.

Table A5.1. Summary of Action Project and Current Position/Engagement with SDGs/GCE (3 over 29)

No	Name	Cohort	Action Project (Summary)	Current Profession	Current SDGs/GCE Engagement
1	Tom Noone	2018	Developed 'Zero-Sum Game', a workshop targeting over-consumption (SDG 12) through art.	Educator/Artist at LMETB	Yes: Teaching SDG knowledge in Further Education; planning localized projects.
2	Heather Griffin	2018	Embedded SDGs into 'Amicitia', a social enterprise for elderly/disabled support and plastic recycling.	Multidisciplinary Artist at Make Nice	Yes: Using Doughnut Economics and SDGs in socially engaged arts and community eco-strategies.
3	Lisa O'Rourke	2018	Proposed a 'consumption box' exhibition to highlight individual waste impact (SDG 12 & 15).	SLT at HSE	No
4	Maria Connolly	2018	Organized the first Skerries Wellness Festival to promote health and community connection (SDG 3).	Trainee Psychotherapist at Mindology	No

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5	Michelle Jackson	2018	Campaigned for public water fountains and organized sport-based SDG awareness webinars.	Ops Manager at American Chamber of Commerce	Yes: Programme Leader in 2020; volunteer for community events and fundraisers.
6	Karen Kelly	2019	Delivered SDG workshops (Goals 3, 5, 8, 17) for female entrepreneurs and small businesses.	Funeral Director at Colliers	No
7	Fiachra Keogh	2020	Started 'Distant Voices' podcast to teach critical thinking and global interconnectedness.	Teacher at EcoPeace Project	Yes: Teaching peace through the story of evolution and collaboration; holds MSc in Sustainable Dev.
8	Melanie O'Driscoll	2020	Founded 'The Green Step' focusing on Eco-Grief workshops and community climate resilience.	Programme Manager at An Tairseach	Yes: Managing a 70-acre organic farm; facilitating adult GCE education.
9	Martin Dillon	2021	Developed 'Sport & SDGs: A Winning Formula' toolkit for coaches to reduce inequalities.	Trainer at Saolta	Yes: Full-time GCE trainer/facilitator; volunteer for native reforestation.
10	Tony Hand	2021	Created 'Stuff', a project informing the public on the impact of mineral extraction.	Project Manager at Tallinn Uni of Tech	Yes: Working in the raw materials sector focusing on community/biodiversity impacts.
11	Niamh Flynn	2021	Created tangible resources to make the 17 goals accessible to the wider public.	Facilitator at NYCI	Yes: All professional work is GCE/SDG related for youth networks.
12	Colette Ainscough	2022	Focused on climate justice and empowering sustainability advocates	Retiree at Sustainable Speakers	Yes: Empowering advocates and professionals via

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			through communication.		Toastmasters International.
13	Shirley Foley	2022	Advocated for health equity and non-communicable disease awareness in the community.	Retired Physiotherapist	Yes: Vice Chair of Sligo Community Garden; Steering group for HSE integrated health.
14	Conor Haugh	2022	Used the SDGs as a prompt for positive change in research and education sectors.	Education Coordinator at BiOrbic/UCD	Yes: Coordinating youth sustainability ambassadors for national bioeconomy research.
15	Maca Hourihane	2022	Promoted systems thinking and community education within volunteer networks.	Coordinator at Irish Red Cross	Yes: Teaching human rights (SDG 16) and GCE to healthcare professionals.
16	Ashleigh Downey	2023	Developed art-led climate action projects to bridge environmental and social justice.	Artist	Yes: Running creative workshops for Wicklow Co. Council's SDG Week.
17	Shirley Moore	2023	Integrated vegetable growing and SDG awareness into community education classes.	Admin at Dunhill Multi-Education Centre	No
18	Jill Pitcher Farrell	2023	Worked on 'SDG Trails' and biodiversity mapping within outdoor education.	Unemployed (Prev. Environmental Ed)	Yes: Assisting with gender representation and outdoor education projects.
19	Eolain Downey	2024	Coordinated 'Boyne Ripples', creating 6 positive climate action projects in the community.	Coordinator at Dev. Perspectives	Yes: Professional GCE facilitator and project coordinator for youth centers.
20	Daniel Binu	2024	Addressed social issues and community engagement through local advocacy.	Taxi Driver / Tour Guide	Yes: Leadership role in SDG Advocacy; engaging with local councils and parties.

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21	Alan Byrne	2024	Explored global citizenship through a "voyage" of personal and professional discovery.	Coordinator at City of Dublin ETB	No
22	Christine Lynn	2024	Integrated peace education into community programmes to foster global justice.	Peace Ed Representative	Yes: Representative for the Prem Rawat Foundation's Peace Education Programme.
23	Susan Stephens Barimo	2024	Taught community-based sewing and clothing repair to promote responsible consumption.	Tutor at Living Commons	No
24	Liam McGlynn	2024	Taught community development and local government modules through an SDG lens.	Lecturer at TU Dublin	Yes: Incorporating SDGs into Higher Ed modules on community development.
25	Rossa Ó Casaide	2024	Led circular economy and biodiversity education at a national level.	Officer at Rediscovery Centre	Yes: Delivering circular economy and SDG workshops nationwide.
26	Ellen Corby	2024	Coordinated social justice and decolonial practice workshops in urban settings.	GCE Coordinator at LYCS	Yes: Professional GCE coordinator working with learners in Dublin's NEIC.

An analysis of the participant trajectories reveals a significant long-term impact characterized by professional advancement, cross-sectoral integration, and a high rate of sustained engagement with the SDGs

- Professional Evolution: Many participants (e.g., Tom Noone, Ellen Corby, Niamh Flynn) have transitioned into professional roles where GCE/SDG facilitation is their primary job description.
- Sector Diversity: The impact spans across Higher Education (TU Dublin, UCD), Healthcare (HSE, Red Cross), Social Services (Merchants Quay), and the Arts.
- Continuous Engagement: 19 out of 29 (approx. 65%) of those with a "Story of Action" remain actively engaged in SDG/GCE activities today, demonstrating the long-term sustainability of the training's impact.

To further illustrate these overarching trends, specific alumni have been selected as potential qualitative case studies to provide a detailed narrative of how the programme's Theory of Change manifests across different professional and social contexts.

1. Case Study 1: Professional Evolution & Institutional Change

Participant: Ellen Corby (2024 Cohort): *From Training Participant to Professional GCE Lead*

The Story of Action: Ellen joined the training to collaborate with other GCE (Global Citizenship Education) workers and gain practical tools for community engagement. Her initial focus was on applying participatory methods to explore social justice issues with learners in Dublin's North East Inner City.

Impact: Since the training, Ellen's professional trajectory has aligned entirely with the goals of the programme. She is now the Global Citizenship Education Coordinator at LYCS. She is not just facilitating workshops but is institutionalizing GCE. She recently hosted the Minister of State to discuss GCE's importance and has successfully made GCE a "cornerstone" of her organization's Strategic and Operational Plans. She is currently pursuing an M.Ed. in Adult and Community Education with a focus on Decolonial Practice, directly applying the academic and theoretical drivers from the Advocate Training.

Quotes

- Personal Growth: > *"The SDG Advocate Training has broadened and challenged my understanding of the SDGs – their creation, implementation, and future... Mentorship was very useful, providing positive critique and ideas."*
- Professional engagement in GCE: *"GCE is no longer just a project; it is a "cornerstone of our work and Strategic/Operational Plans."*
- Key Institutional Moment: *"We were visited by Minister of State Neale Richmond to speak about the importance of GCE in the local area."*

2. Case Study 2: Sector Diversity & High-Level Advocacy

Participant: Maca Hourihane (2022 Cohort): *Integrating SDGs into Medical and Humanitarian Education*

The Story of Action: Maca's action project focused on Systems Thinking. She recognized that for community education to be effective, it needed to emerge from established networks. She used the training to refine how she communicated complex global interdependencies.

The Impact: Maca now serves as the Regional Volunteer Coordinator for the Irish Red Cross. Her work demonstrates how SDG impact spreads into the healthcare sector, a field often seen as distinct from "environmental" sustainability. She bridges the gap between health and SDG 16 (Peace, Justice, and Strong Institutions) by teaching Human Rights and GCE to 4th-year Physiotherapy students at the RCSI once a year. This ensures that the next generation of medical professionals enters the workforce with a "Global Citizenship" lens, influencing the culture of healthcare delivery.

Quotes:

- *"I have the confidence now to link the SDGs to Human Rights... Networking with participants yielded two relevant speakers and a highly relevant connection for an active community inclusion project."*
- *"IHCW4P was invited by Michael D [President Higgins] to the Áras for a tea party for NGOs and Sustainability... It turned into a two and a half hour meeting. We mentioned the link to the SDGs... and linked it to the respect and dignity of human rights of individuals."*

### 3. Case study 3: Continuous Engagement & Scaling Impact

Participant: Heather Griffin (2018 Cohort): From Local Social Enterprise to Systemic Economic Modeling

The Story of Action: As part of the very first cohort, Heather used the training to embed the SDGs into Amicitia, a hybrid social enterprise in Galway. Her initial work focused on technology for disability support and community plastic recycling—tangible, local outputs.

The Impact: Six years later, Heather remains deeply engaged. Her work has evolved from "Goal-tagging" (identifying which SDG matches which activity) to Systemic Application. Working as a multidisciplinary artist at Make Nice, she now uses Doughnut Economics (a framework derived from the SDGs) to co-design eco-strategies for entire communities. Her journey shows the "Theory of Change" in full effect: starting with increased awareness in 2018 and resulting in her leading complex, multi-stakeholder design workshops that address the "social foundation" of her community today.

Quotes:

- *"I sometimes use them [SDGs] as a tool... they are a useful entry point into more difficult conversations around social and ecological justice. I do however approach them through a critical lens... as I feel the SDGs can lack important nuance."*
- *"I recently carried out a series of creative workshops and co-designed an eco-strategy for a community using a place-based approach to Doughnut Economics, of which the social foundation consists of 12 essential dimensions derived from the SDGs."*